MATH INSTRUCTION INTERVENTIONS

Interventions, Monitoring, and Data Collection

Note: This form is completed by the student's teacher or the appropriate school-based team for a student suspected to have a disability or a Specific Learning Disability in MATH.

Student: _____ DOB: __/__/_____ Age: __
School: _____ Grade: __

Problem Analysis (Why is the problem occurring?)

Guidelines for Problem Analysis:

1) Develop hypotheses across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers).
2) Develop hypotheses to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit.
3) Provide data to verify/nullify hypotheses.
4) Verify at least one hypothesis with data at the meeting.

Hypothesis: ____

Data required validating hypothesis____

Intervention Development (What is the goal?)

Guidelines for Intervention Development:

1) Establish goals directly related to benchmarks.
2) Develop goals in areas where data are available and hypotheses were verified.
3) Explore the use of evidence-based interventions.
4) Establish criteria for evaluating the fidelity of intervention implementation.
5) Agree on frequency, dates, and focus of progress monitoring.
6) Establish criteria for acceptable response to intervention.
7) Develop plan to support the intervention implementation.
8) Designate intervention support personnel.
9) Schedule follow-up meeting.

Intervention Implementation Documentation

Dates To/From:	Monday			Tuesday			Wednesday			Thursday			Friday			Total # o
	T	I	S	T	I	S	T	I	S	T	I	S	T	I	S	Minutes
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																
Week 11																
Week 12																

Legend

T= Time (# of minutes in program)	**Skill in question** **NS**= Number Sense **F**= Fractions **A**= Addition **E**= Equations	**Intervention** (Create your own key. For example, V = V Math)
I= Intervention	**S**= Subtraction **Me**= Measurement **M**= Multiplication **G**= Geometry	_____ = _____. _____ = _____.
S= Skill in question	**D**= Division **Gr**= Graphing	_____ = _____.

Intervention Evaluation (Is the intervention working?)

Guidelines for Intervention Evaluation:

1) Provide graphic representation of data. Determine if the student is making progress toward the goal.
2) Determine if the student is decreasing the discrepancy between him/her and the general education peers.
3) Determine if the intervention should be changed, maintained, or discontinued.

Documentation of Intervention Effectiveness

Skill Assessed: _____		
	Date	Score
Baseline/ Pre-test		
PM # 1		
PM # 2		
PM # 3		
PM # 4		
PM # 5		
PM # 6		
PM # 7		
PM # 8		
PM # 9		
PM # 10		
PM # 11		
Post-test PM # 12		

Skill Assessed: _____		
	Date	Score
Baseline/ Pre-test		
PM # 1		
PM # 2		
PM # 3		
PM # 4		
PM # 5		
PM # 6		
PM # 7		
PM # 8		
PM # 9		
PM # 10		
PM # 11		
Post-test PM # 12		

Skill Assessed: _____		
	Date	Score
Baseline/ Pre-test		
PM # 1		
PM # 2		
PM # 3		
PM # 4		
PM # 5		
PM # 6		
PM # 7		
PM # 8		
PM # 9		
PM # 10		
PM # 11		
Post-test PM # 12		

PM = Progress Monitoring

____ ____________
____ ____________
Signature(s) of Classroom and Special Education Teacher

____ ____________
____ ____________
____ ____________
____ ____________

Signatures of School-based Instructional Personnel *Date*